

## Fluency First Grade 3 Complete Kit

Wright Group/McGraw-Hill

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Edition - 1

Grade Level P4 - 3rd Grade

Readability Level

Course / Content Reading

List Price: 399.96

Wholesale Price 299.97000000000003

*The features of each book or program were developed by the publisher and do not reflect the opinion of the Kentucky State Review Team Kentucky State Textbook Commission or the Kentucky Department of Education.*

**Content** Content: Fluency First! is a K-3 scientifically researched fluency program that can be integrated into all literacy curriculums. It is based on the Fluency Development Lesson cited by the Report of the National Reading Panel, 2000, as an effective instruction model. At the heart of this program are repeated and monitored reading of high-interest text to promote master of fluency, word recognition, and comprehension. Fluency First! contains passages that were expressly chosen for their performance quality - these passages lend themselves directly to oral, interpretive, and expressive reading.

**Student Experiences** Student Experiences: Using the Fluency Development Lesson, the teacher introduces a reading selection, modeling it in a variety of voices. The students join in the choral reading of the piece with the teacher and class experiencing public success in a large group. Students can practice with a partner while the teacher provides coaching. Skills building activities are recommended in the Teacher's Guide. Paper and pencil activities are provided in the student book. Students also have an opportunity to practice with audio CDs which are provided with the program. In addition, students are responsible for their self-assessment. Because there is so much support in the model, students who are not able to read at grade level are still successful in this program.

**Assessment** Assessment: Fluency First! includes several methods for assessing and tracking student progress in reading. At Grade 3, formal, informal and self-assessment are provided in the program. Formal assessment provides a measure of how well students are doing compared with grade level norms and other established/recognized measures of progress. Informal assessment shows how the students work with typical classroom tasks. Self-assessment allows the students to evaluate their own growth and helps them begin to take responsibility for their own learning. They keep checklists and charts to assess their own reading. There is also a quick assessment tool provided for each selection in the student book.

**Organization** Organization: The teacher's guide contains lesson plans for each selection and research-tested activities to promote phonemic and phonological awareness, vocabulary development, and comprehension. The teacher's guide also provides details for the assessment which accurately measures student progress in comprehension, word recognition, and fluency. Assessment blackline masters are also provided. The student books contain high-interest, brief reading selections, text chosen for performance and repeated readings, and activities to extend skills and

strategies. Overhead transparencies for the teacher to introduce performance selections, model prosodic readings, and engage students in choral readings. Audio CDs provide multiple readings of selections, support for delayed readers, and models for prosodic reading, including pace, intonation and expression, and volume. All Fluency First! lessons are fast-paced 15-20 minute instructional routines. They are organized as a full year program for Grade 3.

Resource Materials      Resource Materials:  
 -Teacher's Guide with lesson plans for each selection, assessment blackline masters, and research-tested activities to promote phonemic and phonological awareness, vocabulary development, and comprehension.  
 -Overhead transparencies t

Gratis Items to be provided and under what conditions      N/A

Available Ancillary Materials      The Complete Kit includes Overhead Transparencies and 25 Student Workbooks for this grade level.

#### Research Data and Evidence of Effectiveness

*Disclaimer: the research data and evidence of effectiveness was provided by the publisher and does not reflect the opinion of the State Review Team, the State Textbook Commission, or the Kentucky Department of Education.*

Research Available      YES - provide information below  
 See the Wright Group/McGraw-Hill website at  
<http://www.wrightgroup.com/index.php/programsummary?isbn=0076034259> or contact your Account Manager, Stacy Carrier, at 859-749-0794.

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#### Overall Strength and/or Weaknesses

**Disclaimer:** Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/Instructional Materials Review Team completed each evaluation form during summer of 2005. In order to maintain the integrity of the review team's comments, editing was limited to spelling and punctuation.

Recommendations:      This material was evaluated as part of the complete Fluency First set. It is recommended that this program be included on the Kentucky State Textbook Adoption List as a supplemental reading program for fluency.

#### Summary Form

- |      |   |      |
|------|---|------|
| I.   | Technology Component Summary<br>The audio CDs are included at each level with two recorded versions of each story (in male and female voices) for students to use.<br>No teacher technology component included to aid in managing student progress or placement within the program. | 0.00 |
| II.  | Reading Content Summary<br>Good selection appropriate for practicing fluent reading.<br>This program provides a reading selections appropriate for choral reading. There is a limited variety of different reading genre.   | 1.2  |
| III. | Writing Content Summary<br>Some writing activities are included in the student workbook.<br>This is a fluency reading program. The writing process is not taught in this program.   | 1.11 |
| IV.  | Grammar and Spelling Content Summary  | 1.00 |

	Some grammar, phonics and phonemic awareness activities are included in the student workbook that accompanies this program. This program does not directly teach grammar and spelling strategies since it is basically a reading fluency program.	
V.	Listening /Speaking / Observing Content Summary This program encourages performing the reading selections to other audiences.	1.75
VI.	Inquiry Content Summary An inquiry component was not found in this guided reading program.	
VII.	Technology Content Summary Audio CDs are included that allow students to hear the reading selections in both male and female voices. There were no references found in the lesson guides to technology connections and there was not a teacher technology component included.	
VIII.	Audience: Teacher Materials Content Summary The teacher materials are easy to follow and coordinate with the student readings. Overhead copies of reading selections are provided. Assessment is completed through teacher observation. No technology component included to access computerized tests or record-keeping.	1.08
IX.	Audience : Student Materials Content Summary The student workbooks offer a copy of the reading selection and extended vocabulary, phonic skills, writing prompts and phonemic awareness activities. This is a fluency reading program. Writing process, handwriting and spelling materials are not included.	1.00
X.	Format Content Summary Well organized and easy to read student reading selections and teacher materials.	1.33
XI.	Ancillary Materials Content Summary Lesson guides coordinate very well with the student texts. Transparencies of student reading selections at each grade level along with audio CD are a bonus. Lacks online resource component.	1.00

## READING CONTENT

Reading selections limited to materials that lend themselves to choral reading.  
 Limited comprehension strategies. Focuses on fluency.  
 Limited reflections included.  
 Lesson plans offer suggestions of activities to develop phonological awareness.  
 Lesson plans offer suggestions for phonics activities, high frequency words, suffices, etc.  
 Lesson plans offer suggestions for some vocabulary study.  
 Some comprehension activities are included in the student workbook and a few suggestions for comprehension questioning are included in the lesson guide. Focus is fluency.  
 A varied selection -- but mostly poetic reading.

## WRITING CONTENT

Different types of writing prompts are used in the student workbook in an attempt to make meaningful connections from the reading experience to the writing experience.  
 Emphasis is on reading fluently.

## GRAMMAR AND SPELLING

This is a fluency reading program that does not include specific grammar instruction.

## LISTENING / SPEAKING / OBSERVING

No direct inquiry skills taught or inquiry activities listed at the primary level. There are limited connections made between information learned from reading the nonfiction texts to writing and sharing activities.  
 Performances in front of audiences are encouraged after practicing the reading selections in this program.

## **INQUIRY**

Inquiry skills are not taught and inquiry tasks are not discussed in this fluency reading program at the primary level.

## **TECHNOLOGY CONTENT**

The audio cds allow students to hear each reading selection read in both male and female voices.

Only listening.

There is no technology component for teacher use and no online resources found.

## **AUDIENCE: TEACHER MATERIALS**

No inquiry component found and emphasis placed on reading for fluency.

Assessment strategies are included, but they do not resemble state-like assessment. The program contains only fluency reading tests.

Research behind the fluency first program is included in the teacher resource book that comes in each kit. This resource book also offers suggestions for additional teaching strategies.

Limited evidence at the primary level.

No evidence found to indicate online teacher resources are available.

This is a fluency reading program and is not considered to be a complete language arts program.

## **AUDIENCE: STUDENT MATERIALS**

Handwriting instruction not included in this guided reading program.

Academic growth is provided through the stages of fluent reading development. Writing skills are not taught directly in this program.

Opportunities are included for students to write to demonstrate learning and for authentic purposes in the student workbooks.

The focus of this program is on fluent reading.

## **FORMAT**

## **ANCILLARY MATERIALS**

No integrated technology found.

Fluency first is a reading program geared to teach fluent reading. Ancillary materials were limited.